

**PATE ELEMENTARY**  
1010 Indian Branch Road  
Darlington, South Carolina 29532

**GRADES** K-3 Elementary School

**ENROLLMENT** 565 Students

**PRINCIPAL** Terry Martin 843-398-2400

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma Dawson 843-398-5200

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	27	53	12	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Excellent	Yes
2004	Good	Unsatisfactory	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

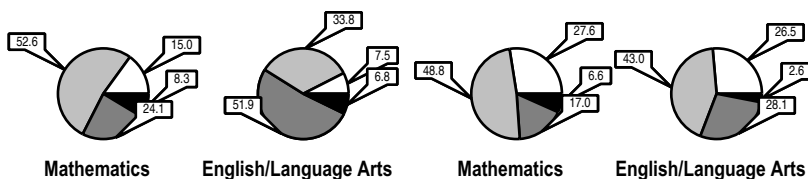
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

2.1%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	140	100.0	7.5	33.8	51.9	6.8	69.2	Yes	Yes
<b>Gender</b>									
Male	77	100.0	9.6	39.7	45.2	5.5	65.8		
Female	63	100.0	5.0	26.7	60.0	8.3	73.3		
<b>Racial/Ethnic Group</b>									
White	48	100.0	6.3	18.8	56.3	18.8	79.2	Yes	Yes
African-American	90	100.0	8.4	41.0	50.6	0.0	65.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	122	100.0	5.2	33.6	53.4	7.8	73.3		
Disabled	18	100.0	23.5	35.3	41.2	0.0	41.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	140	100.0	7.5	33.8	51.9	6.8	69.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	140	100.0	7.5	33.8	51.9	6.8	69.2		
<b>Socio-Economic Status</b>									
Subsidized meals	104	100.0	8.2	38.8	51.0	2.0	65.3	Yes	Yes
Full-pay meals	36	100.0	5.7	20.0	54.3	20.0	80.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	140	100.0	15.0	52.6	24.1	8.3	48.1	Yes	Yes
<b>Gender</b>									
Male	77	100.0	16.4	58.9	15.1	9.6	42.5		
Female	63	100.0	13.3	45.0	35.0	6.7	55.0		
<b>Racial/Ethnic Group</b>									
White	48	100.0	8.3	43.8	41.7	6.3	60.4	Yes	Yes
African-American	90	100.0	19.3	57.8	13.3	9.6	41.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	122	100.0	10.3	53.4	27.6	8.6	54.3		
Disabled	18	100.0	47.1	47.1	0.0	5.9	5.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	140	100.0	15.0	52.6	24.1	8.3	48.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	140	100.0	15.0	52.6	24.1	8.3	48.1		
<b>Socio-Economic Status</b>									
Subsidized meals	104	100.0	16.3	53.1	23.5	7.1	45.9	Yes	Yes
Full-pay meals	36	100.0	11.4	51.4	25.7	11.4	54.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	134	100.0	4.9	41.8	43.4	9.8	53.3
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	141	100.0	8.1	36.8	48.5	6.6	55.1
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	134	100.0	6.6	45.1	30.3	18.0	48.4
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	141	100.0	14.7	53.7	23.5	8.1	31.6
	<b>Grade 4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 565)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.9%	N/A	3.8%	2.7%
Attendance rate	96.9%	Up from 95.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		4.5%	3.5%
Eligible for gifted and talented	7.5%	Up from 0.7%	9.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.2%	Up from 4.9%	8.8%	8.2%
Older than usual for grade	0.4%	Down from 0.7%	1.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	29.7%	Up from 27.0%	46.9%	51.4%
Continuing contract teachers	83.8%	Up from 78.4%	87.1%	87.5%
Highly qualified teachers**	96.4%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 84.6%	86.1%	86.7%
Teacher attendance rate	95.8%	No change	94.7%	94.9%
Average teacher salary	\$38,714	Up 5.4%	\$40,114	\$40,760
Prof. development days/teacher	15.8 days	N/R	13.3 days	12.4 days

School				
Principal's years at school	1.0	Down from 7.0	3.5	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.9 to 1	17.8 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 89.4%	89.9%	90.0%
Dollars spent per pupil*	\$5,974	Up 1.0%	\$6,140	\$6,044
Percent of expenditures for teacher salaries*	65.6%	Down from 67.0%	65.2%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.7%	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pate Elementary School continues to pride itself in the achievements of the faculty, staff, and students. The 2003-2004 school year was one of academic and social growth.

Pate's PTA is an integral tool to the success of the school. Fundraisers with record-breaking results were held in the fall and spring enabling the school to purchase LCD projectors, computers, digital cameras, and other tools to improve the school's technological resources.

Professional development was essential to Pate teachers this school year. All teachers were trained in Math Solutions, all kindergarten teachers and assistants received High/Scope training, kindergarten through third grade teachers were introduced to Six Traits writing, and other instructional methods based on proven research.

Pate is a Title I School. Integrating the schoolwide Title 1 project enabled the school to continue with literacy groups, utilizing the SuccessMaker lab, and reducing class size. Workshops for parents were also held to provide parents with methods to assist their child for continued success. The after-school program enabled all third grade students to receive small group instruction using enrichment activities and providing them with test-taking strategies.

The character education program was evident in the daily activities of the school as well as in participation in service learning projects. Each day the Code of Ethics was recited, character words of the week were emphasized, and character-building activities for parents and students to do together were provided in the monthly newsletter. Classes that displayed quality character traits were rewarded each week for their efforts. A partnership with Bi-Lo and The Gardner Law Firm assisted with the character education program.

Pate received many accolades this school year: "Clean Campus Award" sponsored by Keep America Beautiful; a nomination as a Blue Ribbon School; achieved Adequate Yearly Progress as defined by No Child Left Behind; and was one of eight schools in the state showcased at the Keys to High Achievement Summer Institute sponsored by the SC Department of Education. Mrs. Valencia Brand was chosen as the Teacher of the Year for Pate. Pate received Kitchen of the Year based on the hard work and effort of the cafeteria staff. Darlington County Relay for Life received over \$6,000 raised by our school. A third grade student won an art contest for Darlington's litter campaign and her design was printed on 500 t-shirts. A Pate third grade student was the district winner in the Young Writer's Contest. These accomplishments, along with the many that cannot be listed, make Pate the distinguished school that it is.

Parents, community, students, faculty and staff support Pate with their "Positive Attitudes That Educate."

Terry Martin, Principal

Doris Brown, President SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	37	128	90
<b>Percent satisfied with learning environment</b>	97.3%	89.7%	88.6%
<b>Percent satisfied with social and physical environment</b>	97.3%	90.3%	89.9%
<b>Percent satisfied with home-school relations</b>	89.2%	94.5%	78.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.